### Dyslexia screening to be completed during all speech/language evaluations

## SLP Guidelines for Determining Need for Dyslexia Referral REMOVING BARRIERS. RAISING EXPECTATIONS.

\*Please note when sufficient data exists to suggest dyslexia, the Response to Intervention (RtI) process should not delay a referral for assessment (Texas Education Agency Updated Dyslexia Manual, 2014).

1. Before beginning a speech/language evaluation, ask teachers to answer this simple question:

How does \_\_\_\_\_\_\_\_\_\_ perform in pre-reading/reading tasks in the classroom?

1. Significantly above classmates
2. Above classmates
3. Similar to the majority of classmates
4. **Below classmates**
5. **Significantly below classmates**

If the teacher responds “d” or “e”- the student is performing below classmates or significantly below classmates, continue on this questionnaire

1. For all students in pre-K through second grade, if you have access to the CTOPP-2, include it in your assessment protocol. At minimum, use Phonological Awareness Composite Score (PACS). If time allows, do the complete assessment and get all four composite scores. If the student receives a standard deviation (SD) score of approximately 85 or below (in one or more of the composite scores), refer to the evaluation specialist for further dyslexia testing.

For students in all grades, look for patterns of strengths and weakness (see PowerPoint Presentation: The SLP’s Role in Identifying Student’s At Risk for Dyslexia).

1. Have the student read a couple of short passages in grade level material. Compare decoding skills to receptive language scores. If the student demonstrates poor decoding skills or reading passage comprehension skills in grade level passage, but average to above-average receptive language scores, refer the student for further dyslexic testing. Use attached WPM chart to determine if student is scoring below average for grade level.
2. Use additional attached checklists to discuss student with his/her teacher and to determine if you see patterns consistent with dyslexia. Make referrals when appropriate.

E-mail me if you have questions about a specific student you are evaluating.

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